DOCUMENT RESUME

ED 238 362 HE 016 901

AUTHOR	Paltridge, James Gilbert; And Others
TITLE	Self-Study Criteria for Governing Boards of Pubic Colleges and Universities. Revised.
INSTITUTION	Association of Governing Boards of Universities and Colleges, Washington, D.C.; California Univ., Berkeley. Center for Research and Development in Higher Education.
SPONS AGENCY	Ford Foundation, New York, N.Y.
PUB DATE	Nov 82
NOTE	19p.; For related documents, see HE 016 900-904.
AVAILABLE FROM	Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, N.W., Washington, DC 20036 ($15.00, nonmembers; $4.50, members).
PUB TYPE	Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Accountability; Campus Planning; *Check Lists; College Planning; College Role; Conflict Resolution; Educational Policy; *Evaluation Criteria; Financial Support; Governance; *Governing Boards; Higher Education; Institutional Autonomy; Interprofessional Relationship; Money Management; Questionnaires; *Self Evaluation (Groups); *State Colleges; *Trustees

ABSTRACT

Criteria for self-study by public college governing boards are presented. For each criterion, questions are presented, along with three response options: "yes," "no," and "do not know or can not judge." A response option for judging the board's overall performance on each criterion is also included. In addition, brief introductory comments for each criterion are presented. The criteria are as follows: institutional mission and educational policy, institutional planning, physical plant, financial resources and management, board membership, board/organization, board/chief executive relations, board/faculty relations, board/student relations, court of appeal, and accountability and autonomy. A checklist designed to help board members assess the extent to which they have absorbed their roles and institutions is also presented, which covers the trustee's background and traits, knowlege of the institution, board and committee meetings, fund-raising and public relations, and other concerns. Finally, the following considerations are addressed by open-ended questions: Issues that have most occupied the board's time and attention during the past year; one or two successes of the board; and shortcomings of the board's organization or performance. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED238362

self-study criteria

for governing boards of public colleges and universities

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Association of Governing Boards of Univ & Colleges

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

HE016901

Acknowledgements

These criteria are the result of a project originally sponsored by the Association of Governing Boards of Universities and Colleges (AGB) and conducted by the Center for Research and Development in Higher Education, University of California, Berkeley. It was made possible through the interest and support of The Ford Foundation.

The first version of these materials were developed by Dr. James Gilbert Paltridge, with the assistance of Mrs. Frances La Vonne White, then with the Center for Research and Development in Higher Education, and the collaboration of Dr. Richard T. Ingram, Executive Vice President of the Association of Governing Boards.

A national Advisory Committee of ten chief executives and ten members of various types of postsecondary education boards, contributed significantly to this project. AGB and the authors express their appreciation to the Committee, as well as to the trustees of several institutional boards who participated in field-testing of early versions of the criteria.

Any viewpoints implied or expressed about the performance standards of higher education boards are the sole responsibility of the authors, and not those of the project's Advisory Committee, The Ford Foundation, the Association of Governing Boards, or the Center for Research and Development in Higher Education, University of California, Berkeley.

The Association will welcome reports from institutions using these materials and suggestions for improving both the criteria and the suggested procedures.

© **Association of Governing Boards of Universities and Colleges**
One Dupont Circle
Suite 400
Washington, DC 20036
202/296-8400

Revised, November, 1982
Printed in the United States of America
This document may be reproduced only for the purpose of self-study by postsecondary education boards. Reproduction, in whole or part, for any other purpose shall require written permission of the Association of Governing Boards of Universities and Colleges.

Suggestion to Users: This form can be adapted to meet the distinctive characteristics of your board and institution. Responses that require qualification or clarification can be explained in the "comment" section for each criterion. (A separate User's Guide for implementing a self-study is also available from AGB.)

Please note that a separate "Trustee Audit" section is an optional feature that can be summarized in the same fashion as the preceding "Criteria." Instructions should be given to board members concerning whether or not both sections should be completed along with other information suggested in the User's Guide.

Self-Study Criteria for Governing Boards of Public Colleges and Universities were originally developed with the assistance of a grant from The Ford Foundation.

Criterion 1
Institutional Mission and Educational Policy

No institution can be all things to all people. Each institution must decide what its particular mission is — its *real purpose* — if it is to have sound direction. The mission must be clearly defined so students will know the institution's purposes and objectives, faculty members will know how to direct their efforts, and the several publics on whom the campus community depends will know what they are supporting.

Official statements setting forth the specific mission of a college or university, as well as educational policy, should be a cooperative effort of the administration, the faculty, and the governing board. Acting alone, the board lacks the professional experience to define educational goals in detail or to review the quality of academic programs. Its role is to ensure that the mission is clearly stated, and that programs to achieve goals and objectives are established and effectively administered.

	Yes	No	Don't Know or Can't Judge
1. Is there a written and officially adopted statement of the institution's mission or purpose?	_____	_____	_____
2. Do you feel the institution lives up to its stated mission?	_____	_____	_____
3. In your opinion is this statement sufficiently clear to serve as a guide to academic planning, decision-making, and student recruitment?	_____	_____	_____
4. Does the board periodically review its educational goals and objectives, and examine the policies that implement them?	_____	_____	_____
5. Does the board assume an active role reviewing all academic programs on a systematic basis over time?	_____	_____	_____
6. Does the board receive recommendations on current programs, or on new programs in a thorough, timely manner to provide for good decision-making?	_____	_____	_____
7. Are the board and the administration in agreement on requirements for reaccreditation of the institution by both the regional specialized accrediting agencies?	_____	_____	_____

Summary: In relation to this criterion I feel that the board's performance has been:

Very Good _____ Good _____ **Adequate to Barely Adequate**_____ Poor _____

Don't Know or Can't Judge _____

Further comments or suggestions related to this criterion:

Criterion 2

Institutional Planning

In the difficult period stretching ahead for higher education, effective planning is essential. The number and future sources of students should be anticipated. Projections of expenses and income need to be studied. The character of the educational program and student services must be considered. The size of the faculty and its distribution by rank and tenure status are matters to be carefully plotted.

	Yes	No	Don't Know or Can't Judge
1. Does the board require, participate in, review, and approve comprehensive institutional planning regarding:	_____	_____	_____
a. enrollments?	_____	_____	_____
b. staffing?	_____	_____	_____
c. physical facilities?	_____	_____	_____
d. educational programs?	_____	_____	_____
2. Does the board have a committee of its own to help meet its oversight responsibility for the development, implementation and auditing of the institution's plan?	_____	_____	_____
3. Was the faculty involved in the plan's development?	_____	_____	_____
4. Were students involved in the plan's development?	_____	_____	_____
5. Is there a schedule for reviewing and revising the plan at regular intervals?	_____	_____	_____

Summary: In relation to this criterion I feel that the board's performance has been:

Very Good _____ Good _____ Adequate to Barely Adequate _____ Poor _____

Don't Know or Can't Judge _____

Further comments or suggestions related to this criterion:

Criterion 3

Physical Plant

It is the board's responsibility to create and maintain a physical environment that is conducive to learning and consistent with reasonable expectations of future funds and enrollment trends. Decisions that involve the campus master plan and the capital outlay budget request are the major concerns. Prudence demands that maximum use be made of the present physical plant before construction or remodeling is considered. Credibility in capital funds requests should be ensured along with attention to maintenance requirements and escalating energy and utility costs. Efficient use of the board's time and effort requires that it be concerned only with those matters that cannot properly be delegated to the staff.

	Yes	No	Don't Know or Can't Judge
1. Has the board approved a master plan for the physical campus that includes both present and anticipated needs?	_____	_____	_____
2. Do you feel that the board makes decisions on details related to buildings and grounds that really should be delegated to the administrative staff?	_____	_____	_____
3. Within the past two years, has the board received and reviewed a report on physical plant utilization — classroom, laboratory, office, and other building space?	_____	_____	_____
4. Prior to its consideration of requests for remodeling or new construction has the board satisfied itself that present spaces are being used effectively and instructional areas are scheduled for optimum utilization?	_____	_____	_____
5. Has the board adequately addressed deferred maintenance problems?	_____	_____	_____
6. Has the board recently reviewed energy conservation measures?	_____	_____	_____
7. Has the board reviewed plans for complying with federal requirements on accessibility for handicapped, and the health, safety, local fire, and other code requirements?	_____	_____	_____

Summary: In relation to this criterion I feel that the board's performance has been:

Very Good _____ Good _____ Adequate to Barely Adequate _____ Poor _____

Don't Know or Can't Judge _____

Further comments or suggestions related to this criterion:

Criterion 4

Financial Resources and Management

Two very important functions of the board are the approval of the budget and the support of requests to state agencies. Louis Heilbron, veteran trustee in public higher education has said: "The condition of success is credibility. The trustees must have a record of fiscal responsibility in operations. They also should have a reputation for making supportable budgetary requests, for asking for what is needed, taking into consideration a realistic approach to the state finance . . . . They should not hesitate to tell their story more directly—to the appropriate executive agencies and legislature and to the public . . . . This posture—affirmative to obtain appropriations to meet demonstrated needs, yet restrained to show credibility—is difficult to establish and maintain." (Louis H. Heilbron, *The College and University Trustee*, Jossey-Bass, 1973.) Also see *Financial Responsibilities of Governing Boards of Colleges and Universities* (AGB/NACUBO, 1979).

	Yes	No	Don't Know or Can't Judge
1. Are the financial reports provided the board intelligible and timely?	_____	_____	_____
2. Are the board's review and approval of the budget carried out with sufficient care so that a defensive budget results?	_____	_____	_____
3. Do you feel that the board has established credibility in its operating budget and capital fund requests by reasonably equating the necessity for programs with the availability of funds to support them?	_____	_____	_____
4. Do the board and its individual members take an affirmative stand throughout the state's budget approval procedure?	_____	_____	_____
5. Does the board's finance/budget committee consult with other board committees in reaching its recommended budget decisions?	_____	_____	_____
6. Does the board have an "audit committee?"	_____	_____	_____

Summary: In relation to this criterion I feel that the board's performance has been:

Very Good _____ Good _____ Adequate to Barely Adequate _____ Poor _____

Don't Know or Can't Judge _____

Further comments or suggestions related to this criterion:

Criterion 5

Board Membership

The concept of a "balanced board" with sufficiently diverse personal backgrounds, interests, and skills has been given increasing attention, particularly as it applies to public institutions. But, most importantly, boards need responsible and dedicated persons with an array of specialized skills, but who can keep an overall institutional perspective, if they are going to govern effectively. The ability of the governing board of a state institution to select its own members, and thus improve its composition, may be limited. However, a board should be aware of its membership needs and make these known through whatever means are appropriate and available.

	Yes	No	Don't Know or Can't Judge
1. Do you feel that the board now contains a sufficient range of personal attributes, expertise, and external relationships to make it an effective board?	____	____	____
2. Does the board have an established procedure for orienting new members to the institution *and* to their duties and responsibilities?	____	____	____
a. If so, is the orientation process adequate?	____	____	____
3. Are there on-going programs of trustee development?	____	____	____
4. Are the members of your board sensitive to the need to avoid even the appearance of conflicts of interest or the representation of special interests?	____	____	____
5. Has the board adopted a conflict of interest policy?	____	____	____
6. Do you feel that the members of the board have sufficient knowledge of the institution and its programs and services to judge the value of new ideas and practices with reasonable confidence in their decisions?	____	____	____
7. Does the board have a satisfactory means of communicating its membership needs to the governor or other authority responsible for trustee selection?	____	____	____

Summary: In relation to this criterion I feel that the board's performance has been:

Very Good _____ Good _____ Adequate to Barely Adequate _____ Poor _____

Don't Know or Can't Judge _____

Further comments or suggestions related to this criterion:

Criterion 6

Board Organization

The effectiveness of a board greatly depends on the structure of its organization and the conduct of its meetings. The board's rules, formulated over time and frequently out of habit or tradition, determine these matters. A productive board is usually one that has periodically taken the time to thoughtfully sort out its duties, critically review its organizational structure and rules of procedure, and update its bylaws, policy, and operations documents.

The board should also review the procedures of formulating agendas and conducting meetings to see that necessary business is dispatched promptly, the implications of key policy decisions are carefully considered, and time is not wasted.

	Yes	No	Don't Know or Can't Judge
1. Within the past two or three years, has the board in some formal way reviewed its procedures, committee practices, and bylaws?	_____	_____	_____
2. With respect to the board's agenda:			
a. does it put before you issues of *policy* the board should consider?	_____	_____	_____
b. is it accompanied by appropriate supporting information in the right amount?	_____	_____	_____
c. does it reach you sufficiently in advance of the meeting?	_____	_____	_____
3. Are the number of meetings of the full board adequate for good decision-makers?	_____	_____	_____
4. Are you satisfied with attendance at board meetings?	_____	_____	_____
5. Do you feel that the present committee structure:			
a. makes for efficient handling of the board's work?	_____	_____	_____
b. gives the *full board* the opportunity to consider all matters of key importance to the institution?	_____	_____	_____
c. allows constituencies to be heard before recommendations are formed?	_____	_____	_____
6. Do you feel that board meetings allow time for responsible discussion of all key issues?	_____	_____	_____
7. Do board policies governing selection of board and committee officers afford sufficient opportunity for rotating leadership?	_____	_____	_____

Summary: In relation to this criterion I feel that the board's performance has been:

Very Good_____ Good_____ Adequate to Barely Adequate_____ Poor_____

Don't Know or Can't Judge_____

Further comments or suggestions related to this criterion:

Criterion 7

Board/Chief Executive Relations

Trustees and the chief executive officer share at least one major characteristic: they have a total institutional perspective. The quality of the "working relationship" between the board and the executive officer is of critical importance to the effectiveness of each. While the board must take responsibility for basic policies and their consequences, it must also give the chief executive the authority and flexibility to act decisively.

Selection of the chief executive officer and assessment of his or her performance is a major responsibility of the governing board. The presidential selection and assessment should be preceded by a clear definition of his or her qualifications and expected accomplishments.

	Yes	No	Don't Know or Can't Judge
1. Is there a climate of mutual trust and support between the board and chief executive?	_____	_____	_____
2. Has the board—and especially its officers—counseled with the chief executive to provide support or strengthen certain areas of performance?	_____	_____	_____
3. Do you feel that the board has delegated to the chief executive the authority he or she needs to administer the institution successfully?	_____	_____	_____
4. Are you confident that the chief executive keeps the board fully informed?	_____	_____	_____
5. Does there exist a clear statement of presidential responsibilities, duties and powers?	_____	_____	_____
6. Have the board and chief executive discussed or implemented a mutually satisfactory approach to reviewing his or her performance?	_____	_____	_____

Summary: In relation to this criterion I feel that the board's performance has been:

Very Good _____ Good _____ Adequate to Barely Adequate _____ Poor _____

Don't Know or Can't Judge _____

Further comments or suggestions related to this criterion:

Criterion 8

Board/Faculty Relations

In academic affairs a measure of the board's success is the nature of its relationship with the faculty. Most lay board members lack the professional expertise to legislate in this area, yet they share the burden of responsibility for the quality of the institution and for the manner in which the institution fulfills its academic goals. Therefore, the board must trust the professionals for advice, and delegate to them authority to carry out education policies and procedures.

The line between governing policy and operating policy is not easily drawn but it must be established with reasonable clarity. The institution needs to be given academic direction, yet the faculty must be free to perform its professional work.

	Yes	No	Don't Know or Can't Judge
1. Does the board have formal programs of communicating with faculty through its organizational structure?	_____	_____	_____
2. Has the board adopted adequate policies concerning:			
a. grievance procedures?	_____	_____	_____
b. processes for selection, promotion, retention, tenure?	_____	_____	_____
c. standards for faculty performance?	_____	_____	_____
d. board review of academic programs?	_____	_____	_____
3. Does the board, through the chief executive, seek the advice and recommendations of faculty leaders in formulating basic educational policies?	_____	_____	_____
4. Does the board delegate to the chief executive and faculty full responsibility for implementing educational policies?	_____	_____	_____

5. Do you feel that the board exercises authority over (please check one):

a. _____more aspects of educational affairs than it needs to?

b. _____fewer aspects of educational affairs than it should?

c. _____neither. Its participation in educational affairs is about right.

Summary: In relation to this criterion I feel that the board's performance has been:

Very Good _____ Good _____ Adequate to Barely Adequate _____ Poor _____

Don't Know or Can't Judge _____

Further comments or suggestions related to this criterion:

Criterion 9

Board/Student Relations

The board has ultimate responsibility to protect the welfare of students and to provide a healthy campus environment that is conducive to scholarship and personal development. The students' health and comfort are essential to learning. The students' freedom to learn independently is a basic tenet of academic freedom, and like other freedoms it must be exercised under the obligation to protect the welfare of the community as a whole. The board should have good lines of communication to and from students.

	Yes	No	Don't Know or Can't Judge
1. Does the board have a formal means of communicating with students through its organizational structure?	_____	_____	_____
2. Has the board approved policies that made adequate provision for the students' health, welfare, and non-curricular (cultural, educational, recreational) activities?	_____	_____	_____
3. Does the board, through the chief executive, seek the advice and recommendations of faculty leaders in formulating policies which effect students?	_____	_____	_____
4. Has the board set adequate policies for student appeal of perceived injustices (academic or other)?	_____	_____	_____
5. Are students and student organizations free to examine and discuss questions or issues of interest to them and to express opinions through an appropriate board committee?	_____	_____	_____

Summary: In relation to this criterion I feel that the board's performance has been:

Very Good _____ Good _____ Adequate to Barely Adequate _____ Poor _____

Don't Know or Can't Judge _____

Further comments or suggestions related to this criterion:

Criterion 10

Court of Appeal

Governing boards may be called upon to fulfill a quasi-judicial function in the settlement of disputes arising within the institutional community, though generally disputes should be settled at the lowest possible administrative level to avoid inappropriate board involvement in operational matters. The board should carefully develop due process policies and delegate authority.

	Yes	No	Don't Know or Can't Judge
1. Has the board developed procedural due process or "fair hearing" requirements that delegate the management of conflict situations to the chief executive and to academic administrators or faculty leaders?	_____	_____	_____
2. Are disputes that have been brought to the board:			
a. accurately and concisely briefed for your study?	_____	_____	_____
b. brought to the board before they have escalated to crisis proportions?	_____	_____	_____
c. settled without unduly prolonged debate?	_____	_____	_____
3. Do you feel that disputes have been settled with sympathetic understanding of the human and institutional issues involved?	_____	_____	_____
4. Do you feel that the board has been called upon to adjudicate cases of conflict that should have been settled before they reached the board?	_____	_____	_____

Summary: In relation to this criterion I feel the board's performance has been:

Very Good_____ Good_____ Adequate to Barely Adequate_____ Poor_____

Don't Know or Can't Judge_____

Further comments or suggestions related to this criterion:

Criterion 11

Accountability and Autonomy

Every university or college needs to reassure constituencies that it is doing what it is supposed to be doing. The institution is accountable for the quality of its educational product to those who pay for that product. It is held responsible for the prudent use of available fiscal resources. It may also be accountable for performance standards that have been made conditions of the direct or indirect acceptance of certain public funds. However, the call for accountability must not be allowed to become a demand for added control or for ill-advised intrusions on its internal affairs. Sound communication with the public and its agencies is essential. The institution must not only serve the public interest, it must be perceived as serving the public interest.

1. Do you feel the institution as a whole has the confidence of people outside the institution—that they feel it is doing well those things that it can and should be doing? _____ _____ _____

2. Has the board or its representative established good working relationships with state offices and agencies, including state coordinating or planning commissions? _____ _____ _____

3. Does the board see to it that the institution takes advantage of all opportunities to inform the public and other interested parties about educational and scholarly attainments, administrative objectives and accomplishments, and evidences of how well funds have been utilized? _____ _____ _____

4. Has the board been willing to take a stand against unwarranted controls or other intrusions on the institution's internal affairs? _____ _____ _____

5. Do you feel the board understands and protects the concept and practice of academic freedom? _____ _____ _____

Summary: In relation to this criterion I feel that the board's performance has been:

Very Good _____ Good _____ Adequate to Barely Adequate _____ Poor _____

Don't Know or Can't Judge _____

Further comments or suggestions related to this criterion:

General Assessment

1. What issues have most occupied the board's time and attention during the past year?

2. What were the one or two successes during the past year for which the board feels some satisfaction?

3. What particular shortcomings do you see in the board's organization or performance that need attention?

4. Other comments or suggestions?

Trustee Audit

The responsibilities of individual trustees are different from those of boards as corporate entities. The following checklist is designed to help board members assess the extent to which they have absorbed the breadth and depth of their roles and institutions. The questions seem somewhat imposing, but they are not intended to cause acute trustee or presidential anxiety. A "perfect score" is an unreasonable expectation.

Candid responses can be helpful to the design of orientation programs for new board members, or future workshops and retreats. The checklist can be adapted to the unique characteristics of your particular institution as a supplement to the preceding board self-study criteria. It was developed by Richard T. Ingram, executive vice president of AGB, as part of a *Handbook of College and University Trusteeship* (Jossey-Bass, 1980). The questions are the result of the scrutiny of a number of chief executives and trustees.

Background	Yes	No	Somewhat or Sometimes
1. Do you feel you have adequate opportunity to understand your obligations, responsibilities, and opportunities for growth *as a trustee*?	_____	_____	_____
2. Have you a clear grasp of *your board's* responsibilities?	_____	_____	_____
3. Are you familiar with your institution's stated mission, institutional plan, and current policies?	_____	_____	_____
4. Do you stay abreast of higher education trends, legislation, and other public policy by reading *AGB Notes, The Chronicle of Higher Education, AGB Reports,* or other material?	_____	_____	_____
5. Have you recently taken an opportunity to meet with trustees and educators from other institutions?	_____	_____	
6. Do you have adequate opportunities to know your fellow trustees?	_____	_____	_____
7. Do you find any conflict between your responsibility for the welfare and advancement of your institution and your responsibility to the citizens of your region, state, or nation?	_____	_____	_____

8. What do you feel are your strongest areas of expertise based on your background and experience (x)?

_____ budget/finance
_____ investments
_____ management
_____ planning
_____ legal affairs
_____ plant management
_____ real estate
_____ education
_____ student affairs
_____ faculty affairs
_____ fund raising
_____ public relations
_____ marketing
_____ government relations
_____ other : _____
_____

9. Now go back and indicate any primary areas of *interest* outside of your areas of expertise (✓).

Knowledge of the Institution	Yes	No	Somewhat or Sometimes
10. Are you familiar with your institution's recent history and what makes it distinctive from neighboring colleges and universities?	____	____	____
11. Cite three of its special strengths:			
a) _____			
b) _____			
c) _____			
12. Cite its three greatest needs:			
a) _____			
b) _____			
c) _____			
13. Do you feel well informed about the type and quality of your institution's educational programs?	____	____	____
14. Have you attended a campus event within the past year?	____	____	
15. Do you read the campus newspaper or faculty or student organization minutes?	____	____	____
16. Do you know the names of your institution's:			
a) key administrators?	____	____	
b) faculty leaders?	____	____	
c) student leaders?	____	____	
17. Have you met some of them apart from board meetings?	____	____	
18. Are you acquainted with the physical plant and maintenance needs of your institution?	____	____	____
Board and Committee Meetings			
19. Are you satisfied with your attendance at board and committee meetings?	____	____	____
20. Do you read the minutes of meetings to determine whether they faithfully represent the proceedings and decisions as you recall them?	____	____	____
21. Do you prepare for board meetings by reading agendas and supporting materials?	____	____	____
22. Do you sometimes suggest agenda items?	____	____	____
23. Do you help board and committee meetings to steer clear of non-policy matters better left to the administration?	____	____	____
Fund Raising and Public Relations			
24. Within the past year or two, have you helped secure a gift from an individual, corporation, or other source?	____	____	

Public Colleges and Universities

	Yes	No	Somewhat or Sometimes
25. Have you recently taken advantage of an opportunity to say a good word about your institution to a policymaker or organization at the state level?	_____	_____	
26. Do you take advantage of opportunities to inform other groups or persons about your institution or higher education generally?	_____	_____	_____
Trustee Concerns			
27. Do you understand the concept of "fund-accounting"?	_____	_____	_____
28. Do you find your institution's financial statements intelligible?	_____	_____	_____
29. Are you mindful of your institution's stated mission, institutional plan and goals, and current policies when voting on proposals presented to the board?	_____	_____	_____
30. Do you feel you are sensitive to the concerns of students and faculty while maintaining impartiality and a total institutional perspective?	_____	_____	_____
31. Do you help meet the needs of your chief executive for occasional counsel and support in his or her often difficult relationships with groups on- and off-campus?	_____	_____	_____
32. Do you appreciate the importance of keeping your chief executive informed in the event you establish personal communication lines with individuals on campus, and of the need to avoid prejudiced judgments on the basis of such relationships?	_____	_____	_____
33. Have you ever suggested to the board's nominating committee or to the appointing authority someone who would make an outstanding new board member?	_____	_____	
34. Are you satisfied that there are no real or apparent conflicts of interest in your service as a trustee?	_____	_____	_____
35. Do you avoid asking special favors of the administration, including requests for information, without the knowledge of at least the board or committee chairman?	_____	_____	_____
36. If you have not already done so, would you be willing to serve as a committee chairman or board officer?	_____	_____	
Why (or why not)? _____			
37. Have you found your trusteeship to be stimulating and rewarding thus far?	_____	_____	_____
Why (or why not)? _____			

38. How would you rate yourself as a trustee at this time?

Above Average_____ Average _____ Below Average _____

Notes